Revision as a Social Activity in the Classroom

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**Research Question:** What happens to student writing when revision is a

social activity in the classroom?

**Notes & Questions** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What does revision mean to you?

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What do you think revision means to your students?

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**Procedures:**

1. Revision Surveys (initial & second)
2. Mini Conferences
3. Class Brainstorm
4. Peer Conferences & Expert Peer Review
5. Reflections
6. Revision Mentors reading & discussion
7. Revision & Editing Checklists
8. Dating Drafts in class writing
9. Informal Conferences
10. Self-Evaluations

**Mini Conferences:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student & Date | How’s it going? | Concerns? | Going well? | Questions? | Summative Comments |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**References:**

Fey, Tina. *Bossypants.* New York: Little, Brown and Company, 2011. Print.

Hubbard, Ruth Shargoury, and Brenda Miller Power. *The Art of Classroom Inquiry*. Portsmouth: Heinemann, 2003. Print.

Isaacson, Walter. *Steve Jobs.* New York: Simon & Schuster, 2011. Print.

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life.* New York: Pantheon Books, 1994. Print.

**Peer Conference ☺**

1. Before meeting with your partner, circle your three main concerns about this draft. Remember the ideas from our brainstorm (as you see below) but also feel free to add your own.

Thesis Focus Organization

Sentence Variety Quote choice Analysis

Transitions Word Choice MUGS

Voice Strong Verbs Insight

Introduction Conclusion Clarity

1. \*\*Star at least two areas that you feel are strengths in your writing. \*\*
2. Once you meet with your partner, choose who will go first to read his or her draft aloud.
3. Give your partner this sheet with your three main concerns. Each person should quickly read the other’s concerns; then, one person begins to read while the other person listens.

**Peer Feedback**

Initial response to / thoughts about my partner’s three main concerns or any concerns that I have as I listen:

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**(Complete this section after you have listened to your partner read *and* traded drafts.)**

1. Now that you’ve **listened to and read** your partner’s draft, list any suggestions that you can think of in regard to his or her main concerns:

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1. Write down two positive aspects about the essay (could be from the list above).
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   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Read through the draft one more time. In a paragraph, explain any final observations about the essay. What lasting advice do you want to leave with your partner? What will help him or her as he or she revises?

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**Additional revision documents are available on this page of my website:**

[**http://www.miamieast.k12.oh.us/Page/1789**](http://www.miamieast.k12.oh.us/Page/1789)